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Ontario Department of Education

SYLLABUS

OF

Regulations and Courses

FOR THE

English-French Model Schools

AT

Ottawa, Sandwich, Sturgeon Falls and
Vankleek Hill

SESSION 1914-15

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO

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The English-French Model Schools of Ontario, 1914-15

LOCATION AND PURPOSE

1.—(1) The English-French Model Schools are situated at Ottawa, Sandwich, Sturgeon Falls and Vankleek Hill.

(2) The purpose of these Schools, including the affiliated Schools, is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the English-French Schools of the Province; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of the English-French Public and Separate Schools.

(3) (*a*) At Sandwich, Sturgeon Falls, and Vankleek Hill, such Public and Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(*b*) At Ottawa the affiliated English Separate Schools are used for the purpose of observation, and the affiliated English-French Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and such teachers of the affiliated English-French Schools as the Principal of the Model School may designate for this purpose.

SESSION

2.—(1) The next session of the English-French Model Schools will begin on Tuesday, the 1st of September, 1914, and end on Friday, the 18th of June, 1915.

(2) There are two vacations, as follows:

At Christmas, beginning on Saturday, December 19th, 1914, and ending on Monday, January 4th, 1915; and

At Easter, beginning on Thursday, April 1st, 1915, and ending on Monday, April 12th, 1915.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

(4) For the more important subjects, lesson-periods of 40 minutes each are recommended.

CONDITIONS OF ADMISSION

3.—(1) Application for admission shall be made to the Deputy Minister not later than August 21st, 1914, on a form to be supplied by him.

(2) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(*a*) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(*b*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(c) For admission to the Junior Course at Sturgeon Falls, a certificate from competent authority, that he will be at least fourteen years of age on or before September 1st, 1914.

(*d*) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate from competent authority that he will be at least sixteen years of age on or before September 1st, 1914.

(3) The applicant shall also forward with his application one of the following:—

(*a*) For admission to the Junior Course at Sturgeon Falls, a certificate of having passed (*a*) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (*b*) the Brevet d'Ecole Modèle examination of Quebec.

(*b*) For admission to the Course at Ottawa, Sandwich, or Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate of having passed (*a*) the Entrance examination into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or any subsequent year; or (*c*) the Brevet d'Ecole Academique examination of Quebec.

(4) Before admission to the Course at Ottawa, Sandwich, or Vankleek Hill or the Senior Course at Sturgeon Falls, the candidate shall pass at the school an oral examination in English and French Reading and Conversation, and a written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results shall be settled by the Principal.

(5) (*a*) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he shall not be admitted.

(*b*) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

NOTE.—No one will be admitted to an English-French Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the English-French Schools of the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

TRAVELLING EXPENSES AND BOARD

4.—(1) The Department of Education will pay $3.00 per week of the cost of the board and lodging of those teachers-in-training who have been in attendance, and whose ordinary place of abode is in Ontario, and more than three miles from Ottawa, Sandwich, Sturgeon Falls or Vankleek Hill, as the case may be. In the case of residents of the Province of Ontario the Department will also pay the railway and boat fare of all such going to the School from their homes in September and returning to their homes at the close of the session; and, in the case of non-residents of the Province of Ontario, it will pay the railway and boat fare from the station situated in Ontario nearest their homes to the School and return fare to the same station at the times specified above.

The foregoing allowances will be paid as follows: Part in the month of February for attendance till January 31st and railway and boat fare to the school, and the balance in July for attendance during the rest of the session and return railway and boat fare.

(2) Every teacher-in-training who accepts the aid offered above shall, on admission, sign an agreement to teach in the English-French Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one third of the total value of such aid for each unexpired year of the above mentioned three-year period.

(3)All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets, and to transmit said certificates promptly to the Principal of the School.

DUTIES OF PRINCIPALS AND ASSISTANTS

5. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The members of each staff of the affiliated Schools shall be provided by the Board, and shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Model School Principal.

DUTIES OF TEACHERS-IN-TRAINING

6.—(1) Teachers-in-training shall board and lodge only at such houses as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Model School.

TEXT-BOOKS

7.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the Course at Ottawa, Sandwich, and Vankleek Hill, and the Senior Course at Sturgeon Falls will be provided with the following text-books needed for the course:

I. For Academic work:

(a) Such additional text-books prescribed for the High, Public, and Separate Schools, as may be found necessary.

(*b*) Les Frères des Ecoles Chrétiennes: Leçons de Langue Française (Cours Supérieur).

Charles Leroy: Lectures graduées et leçons de littérature.

Les Frères des Ecoles Chrétiennes: Cour théorique et pratique de Style.

Magnan et Tremblay: Nouvelle methode de Langue Française.

II. For Professional work:

(*a*) McMurry: The Method of the Recitation.

Gordy: Psychology.

Millar: School Management.

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners: McClelland and Goodchild.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie).

Haustrate et Labeau: Cours complet de pedagogie.

(*c*) The manuals on Methodology published by the Department of Education.

III. For work in the Practice Schools:

Such additional text-books used in the Practice Schools as may be necessary.

LITERARY SOCIETY

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

EXAMINATIONS

Groups I and II

9.—(1) (*a*) The final standing of the teacher-in-training in the subjects of Groups I and II, enumerated below, shall be determined on the combined results of his Sessional Records (consisting of class tests, home exercises, and an examination at Christmas) and a final written examination on papers prepared by the Department.

(*b*) The final examination papers in Groups I and II shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(*c*) At the examinations in the subjects of Groups I and II, enumerated below, there shall be one paper on each subject, and the maximum marks for each subject shall be 70, and the maximum marks for the Sessional Records in each subject shall be 30:

(2) The examinations in Group II, shall include a thorough test of the academic qualifications of the teacher-in-training.

Group I.—Educational Principles and General Methodology, School Organization and Management.

Group II.—Arithmetic, Literature (English and French), Grammar (English and French), History, Oral and Written Composition, and Geography.

Group III

(3) The final standing of the teacher-in-training in the subjects in Group III, enumerated below, shall be determined by the staff upon the Sessional Records, and a final examination by the staff in which the tests, as far as practicable, shall be both academic and professional; the maximum for the records in each subject shall be 30 and for each subject at the final examination 70, except for Manners, for which the maximum shall be 50 (a maximum of 25 thereof being awarded on the report of the staff as to the general deportment of the teacher-in-training):

Group III.—Art, Vocal Music, Oral Reading, Spelling, Writing, Nature Study, Physical Culture, Manners, and Hygiene.

Group IV

(4) The final standing of the teacher-in-training in Observation and Practice-teaching (Group IV) shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

CERTIFICATES

10.—(1) A teacher-in-training who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff, be awarded a Third Class certificate valid for five years in an English-French School.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 50 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District certificate valid for one year in an English-French School. He may thereafter, taking one or more groups at a time, obtain an English-French Third Class certificate without attending a second session, by passing in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance and who are actually engaged in teaching, shall pass the June or August examinations in Groups I, II and III, at the same examination or at different examinations, and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. For such candidates, each subject in Groups I, II and III shall be valued at 100 marks except Manners, which shall be valued at 50, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each group.

COURSES

11.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, Departmental Examinations).

(2) The Course of Study at Ottawa, Sandwich and Vankleek Hill, and the Senior Course at Sturgeon Falls, shall cover a period of one school year, and shall be both academic and professional, as follows:

(*a*) A thorough review of the Public and Separate School Course from the standpoint of Pedagogy and the requirements of the Public and Separate Schools, *the Special Methodology being taken up at each stage of the academic review.*

(*b*) Special instruction in Writing, Art, Physical Culture, Hygiene, Vocal Music, Sewing, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling).

(*c*) Educational Principles and General Methodology, Special Methodology and School Organization and Management.

(*d*) Supervised Observation in the affiliated schools.

(*e*) Supervised Practice-teaching in the affiliated schools.

Note.—In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the affiliated schools the provisions of the Regulations for English-French Schools shall prevail.

ORGANIZATION OF THE COURSES

12.—(1) In the first four weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) An elementary academic review of the following subjects:

Reading, Literature, Grammar, Oral and Written Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) The prime essentials of the Principles of Education and General Methodology, and of School Organization and Management.

NOTE.—School Law and the Ontario Public Health Act and Regulations should be taken up towards the close of the course.

(2) Two periods of each day of the fourth week shall be spent in a course of observation of the organization and management of the school and of the work done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

13. After the completion of the Introductory Course:—

(1) The course in the Principles of Education and the course in School Organization and Management should each be taken up three periods a week until finished; and

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Principles of Education and School Organization and Management, each 60; Manners, 5.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition, Spelling, and Grammar, 6; Art, 2; Vocal Music, 1; Physical Training, 1; Writing and Book-keeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes from time to time between lesson periods, and in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

(5) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School courses of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(6) The following principles of selection and order should be observed:

(*a*) Arithmetic should be taken about three periods a week for about the first six months. It should then be continued with at least one period a week to the end of the session.

(*b*) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should be related in organization; Geography, Composition and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(*c*) In Nature Study the Biological side should be given special attention during the Autumn and the Spring.

OBSERVATION AND PRACTICE-TEACHING

14.—(1) The Introductory Courses provided for in Regulation 12 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons, 25; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the Public or Separate School. As often as practicable, a member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(*b*) After observing the lesson, the teachers-in-training shall submit a report upon it to the master concerned for the discussion thereof.

(*c*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(4) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(5) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(*c*) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(6) Model lessons for Observation by the students shall be taught by the staff of the Model School and by the teachers of the affiliated School in accordance with the regular time-table of such School.

(7) (*a*) The necessary applications of the Principles of Education and of Methodology shall be made systematically by the Model School staff in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mental development.

(*b*) Before teaching an Observation lesson, the Principal of the Model School, and all the teachers who take part in the Model School work, should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with previous work of the class.

(*c*) Concerted work on the part of the teachers in the Model and the affiliated School shall be secured by frequent conferences, especially at the beginning of the session.

SYLLABUS OF COURSES

Educational Principles and General Methodology

15. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

Laws underlying the Process of Teaching: The relation of analysis to synthesis, and of induction to deduction.

The Plan of the Recitation: Adjustment to the needs and the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Methods of Instruction: Purpose of methods of instruction.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

Book of Reference:—

Betts: The Mind and its Education.

16. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course includes the following topics:

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the Principal, the Inspector, trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, regularity, neatness in person and in work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training; manners; those social rules which are the outgrowth of regard for the feelings and convenience of others, as set forth in the text-book (Manners), the most important being taken up early in the course, and the conduct of the teachers-in-training being duly supervised throughout the session.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: Meaning of good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment: ends and necessity, right conditions, judicious punishment, injudicious punishment; the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Accommodations and Equipment: For the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees and school.

Regulations and Course of Study of the Public and Separate Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—The Sections of the School Law and the Public Health Act and of the School Regulations referred to in the above syllabus are furnished by the Department in a special Circular. The final examination on School Organization and Management will include questions on School Law and the Public Health Act and on the Regulations.

BOOKS OF REFERENCE:—

Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

Special Methodology

17. The object of the courses in Special Methodology is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public and Separate Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method.

The work in special methodology should be preceded by a general survey of the Public and Separate School Course of Study with a view to understanding the special object of each subject and the correlation of the different subjects amongst themselves.

These lessons should be followed by the systematic study of the subject matter of the Public and Separate School text-books with emphasis on the elements; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Language and Composition below, and fully dealt with in the Manual of Methodology. For the methodology of French Reading and Grammar, little special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. In the case of Grammar, however, elementary French Etymology should be taken up in the Language Lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences. Such other special methodology in French as is needed is provided for in the professional works listed in Reg. 8, II, (*b*).

The Manuals of Methodology, provided in each subject by the Department of Education, should be constantly used by the teachers-in-training.

Books of Reference:

Arnold Foster: This World of Ours.
Geikie: Teaching of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book, II Book.
Les Frères des Ecoles Chrétiennes: Méthodologie.
Les Frères des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carré et Liquier: Traité Pédagogie.
Prang's Text Books of Art Education.
Prang's Drawing Course.
Cuffin: A Child's Guide to Pictures.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English and good French as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course includes the following topics:—

Scope of Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal lin-

guistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph composition; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Teaching English to French-speaking Pupils of Form I: The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method is to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

The methods to be adopted when the pupil has already acquired some knowledge of English.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

Scope of Reading: Its correlation with other subjects; function and value of oral and silent reading; importance of training in the principles

of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic and combination method; devices for securing rapid work recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to train his pupils to use the recognized forms in the mechanism of their written expression.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Material for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the place, the value, and the methods of using *The Golden Rule Books*.

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study of English Grammar till Form IV; when to begin the study of French Grammar.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse an interest in his pupils in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals of conduct.

The course includes the following topics:—

Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work;

the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the casual sequence of events.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

Scope of Geography: Relation to other subjects, especially to Nature Study, Elementary Science and History.

Review: The review of the course should lay emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

Nature Study

(8) The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him those of his pupils, by training them to observe and interpret the common phenomena of the world about them.

The course includes the following topics:—

Character and scope of Nature Study: Relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from those of the various grades of the Public and Separate School courses of study.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

Arithmetic

(9) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculations.

The course includes the following topics:—

Scope of Arithmetic: Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public School work. The work to the end of Form III. should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. This should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) The object of the course in Writing is to train the teacher-in-training to record his thoughts and feelings rapidly and legibly, and to make him familiar with the best means of securing the same results in the teaching of the subject.

The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

(*a*) The course includes the following topics:—

Scope of Art: Art as a means of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing in pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self expression, and to afford an agreeable change in the routine of school-work and the occupations of daily life.

(*a*) The course includes the following topics:—

Tune:

Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time:

Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture:

Practice in breath control, and exercises calculated to promote correct habits of voice production in speaking and singing.

The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades, as may be found practicable in the time available for this purpose.

(*b*) Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination. it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so

Hygiene

(13) The object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

Physical Culture

(14) The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used in class-room in intervals between classes, and of gymnastics, or gymnastic games, and indoor and outdoor games.

Manners

(15) The special object of the course in Manners is to enable the teachers to train their pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.